

# **CHAPTER I**

## **INTRODUCTION**

This chapter provides the introduction of this research which includes the background of the research, research problems, purposes of the research, scope of the research, significance of the research, and clarification of key terms.

### **1.1 Background of the Study**

Speaking is one of the major skills to learn in an attempt to master a language. Speaking is really important for mastering and developing language skills because speaking activities allows us to exchange information and idea, to express ourselves, or to influence our surrounding. Speaking is the foundation of language development and learning because it shapes, modifies, extends and organizes thought (Savitri, 2013). The 2013 Curriculum also stresses the importance of speaking skills in either transactional or interpersonal functions. Thus, to help students mastering English language it is important to improve their speaking skills. Unfortunately from the reconnaissance done in one school in Bandung before conducting the research, it was found that the speaking skills of the students were still below the desirable result. The result of the researcher's observation showed that the students were unable to speak well if they did not write it down first. The teacher of the class also mentioned that the speaking skill of the students was still below the desirable Minimum Academic Achievement (KKM). The problem of students' speaking skills did not pertaining specific aspects of speaking, i.e. vocabulary, grammar, etc., but the combination of the students' performance on each aspect was what still below the desirable result.

There are many factors influencing students' low ability in speaking. Some of the reasons according to various studies are that the students are afraid of making mistake (Azizah, 2016), they are unconfident and shy, they have no reasons to speak in the class (Defrioka, 2017), and they have low motivation (Amanah, 2017). The problem of students' unconfident and low chances to speak was also observed in the reconnaissance. The students' liked to have written instruction in hand to make

sure they did not forget what to say. The students expressed that they really want to be able to learn and speak English in a more relaxing manner. This is one of the commonly voiced frustrations by learners that they have learned a language for a long time but still cannot speak well (Balasree et al., 2017). Another possible reason is the use of teaching methods or materials that did not arouse students' motivation nor giving enough chance to speak (Leong & Ahmadi, 2017) or giving no chance to use the language (Rahmawati, 2017)

In order to teach speaking successfully the problems stated above have to be addressed with the right teaching method and attitude. First and foremost, the teacher should give every student a chance to speak and practice what they learn to make what they learn meaningful (Nunan, 2003). Teachers should prepare interesting topics with appropriate difficulty in accordance with the students' abilities (Nguyen, 2015). The teachers should also prepare a method that can motivate the students, while also reduce their anxiety and shyness (Rahmawati, 2017). One of the methods the teacher can utilize are games as games have been proven by previous studies to be effective in improving student motivation, decreasing anxiety (Wang, et al., 2011), and reduce negative feelings during the learning process (Silsüpür, 2017).

Games are still generally perceived as negative influences by the masses, such as fearing that games may cause violence (Gunawardhana, 2015), distractions from real learning (Ruggiero, 2013), or addiction (Baek, 2008). But according to Al-azawi, et al. (2016) the old teaching methods, which focused more on the exam, are no longer beneficial to the students. The conventional way of teaching where the teacher dominates the teaching and learning activity by only giving explanation makes students unable to think out of the box. Educational games provide a fun and motivating way to learn and practice various skills, including speaking (Amrullah, 2015).

Prior to preparing this research, the researcher conducts reconnaissance in one school in Bandung about what the teacher and students think about using games in class and how it was used in class. From the reconnaissance, it was found that both the teacher and students show a positive reaction to using the game in class

and show more enthusiasm than the regular teaching and learning activity. They also express their desire to learn to speak and were excited about the prospect of using games to learn to speak. However, in the observation on how the teacher used a game to teach speaking in class some problems arose. The game played in the class was 'Pass the bag' where the students pass a bag to one another until the music stop and the last person to hold the bag has to take a topic from the bag and speak. In this game the whole class played as one group. This game has a prospect in teaching speaking and allowing them to practice their speaking but the time needed until the music stop is inefficient if it wants to include the whole class. From the observation, only four students have the chance to speak while the other only contributed in passing the bag. The lesson plan the teacher provided also showed that not all students will speak as the topic provided in the bag was really limited.

The reconnaissance found that the problems in the class were students' low abilities in speaking which still below KKM and inappropriate use of game for teaching purposes. The problems with the game used were: 1) it takes too much time 2) it did not allow all students the chance to speak. To help improve the use of games in teaching speaking in this school the researcher did a Classroom Action Research (CAR) on what speaking games that might improve this condition and analyzed how the game improves it. The primary reason for engaging in action research is to assist in improving or refining actions (Sagor, 2000), which in this case was the teaching and learning activity by using games. CAR also used to solve problem faced in class (Tampubolon, 2009), in this case the students' low speaking abilities. This study analyzed the effect of the game on the process of teaching and learning speaking using games and the improvement of students' speaking skills with the detail of improvement for each speaking aspect. This study involved a speaking game in which improvement for each cycle was recorded and planned according to the problem faced and the needs of the class found in each cycle.

The CAR was chosen for this study because the teacher has attempted to use games that are widely available and have been tried by other people but show that the use of the game in their class was still not optimal. For this reason, the researcher attempted to try an available and researched game and make improvements to fit more with the need of the class. This was done to provide a

game that was adapted to the need of the school and students in Indonesia in order to improve the process of the class activity and the speaking skills of the students.

In choosing the game for the class activity, this study only looked at non-digital games because according to the result of the initial teacher interview the use of the computer laboratory or the students' gadgets is inefficient and time-consuming. Not to mention not all students have the material capacity to have gadgets to aid them. The game was also limited to a game with a length of time of  $\pm 10$ -15 minutes. This time estimate was acquired from a discussion with the teacher on how long she usually needed to teach in class. This length did not include the debriefing process that was done after a game has been played.

In this research, the speaking games chosen have to fit the criteria of good language games and also fit the principles of teaching speaking. According to Wright et al. (2005) the game should be: 1) easy to prepare, 2) easy to do in class, 3) interesting, 4) teach a specific skill, and 5) done in the appropriate range of time. Constantinescu (2012) also provided similar criteria with the addition of the game should fit the subject and curriculum, and also fit the level and age of the students. The game has to also fulfill the conditions of a good speaking class, which are: allowing practice, allowing equal chance to speak, and increasing students' talk while limiting teacher talk (Nunan, 2003).

This research also covered the analysis of the improvement of students' speaking skills and each speaking aspect which was proposed by Brown (2004). While no problem of a specific aspect was found, this analysis was done to gain more insight into the improvement of students' speaking skills. There are six aspects that will be analyzed. These aspects are Vocabulary, Grammar, Pronunciation, Fluency, Comprehension, and Task. The improvement or stagnancy of each aspect will be noted down and analyzed. The analysis of the improvement of the speaking skills and its aspects will be made by conducting a pre-test and post-test which was analyzed by using match t-test to show whether the improvement made was significant or not.

## 1.2 Research Questions

The main question of this study is:

- How can “Who am I” game improve the students’ speaking skills?

To account for this query, the researcher posed four sub-questions, namely:

1. How was the teaching and learning process implemented in the classroom?
2. What are the teacher’s responses concerning the degree of the appropriateness of the game in teaching speaking skills?
3. What is the effect of using the game on students’ speaking skills?
4. Can the process of learning provide information on the effect of the game on speaking skills?

## 1.3 Objective of the Study

This study aims to provide games that might allow the students to practice speaking in an interesting but educational way to improve their speaking ability. It also aims to see the improvement of students’ speaking skills while using the game. The game chosen will be based on the class need and also following the criteria of good language games in order to provide maximum advantage from the game. This study will also present the advantages and disadvantages of the game tried in this study that might give reasons as to why the games presented in this study should or should not be used. This study will also show the improvement of each aspect of speaking as references for teachers if they need to involve certain speaking aspects.

## 1.4 Scope of the Study

This study will be done to high school students and teachers in English classes because as English education in Indonesia formally start at junior high school, senior high school students are seen as more mature and more experienced in the use of games thus able to provide more coherent and in-depth view needed for this study. This study will choose games based on the teachers' and students’

needs in the reconnaissance. The game will be tried only to one school, thus the use might be different from other schools, but is attempted to be an example for other schools. More studies in trying out the effectiveness of the game in other places may be needed for future studies.

### **1.5 Significance of the Study**

The result of the study will improve the use of games for teaching and learning speaking in class. It will also provide information on the advantages and disadvantages of the games presented thus providing references for teachers in choosing and using games for teaching speaking in class. It can also serve as references for teachers in improving their use of games in the class by presenting problems they might face, how to overcome it, and how to adapt an idea that might help them. The result of the improvement or stagnancy of each aspect of speaking can also show what other prospect or limit the game might have in certain aspect. This result might allow teachers to teach certain aspects of speaking that they want the students to have.

### **1.6 Classification of Terms**

To help readers understanding of the scope and topic of this research some classification of terms are explained below.

- **Game**

A game is an activity with a playful aspect. The games talked about in this research are not included games that are in digital form (i.e. video games, mobile games, etc.) but only games with physical form (i.e. card game, board game, etc.) and games that can be done physically (i.e. Simon says, seven up, etc.) because of the limitation and inefficiency of digital game in the subject school. The game presented in this study might have slight differences in used because it will be tailored to the need of the subject class.

- **Speaking**

Speaking is a productive skill in learning languages. It involves the production of speech sound to get meaning across or to get something done. A speaking activity can be divided into categories according to its function: as

interactions, as a transaction, or as performance. The speaking function presented in this study encompassed the use of speaking as transactional because in the 2013 curriculum used in Indonesia the standard competencies for speaking heavily mention the mastery of speaking as a transaction.

- Speaking Skills

Speaking skills consists of smaller aspects that indicated someone's mastery. Mastering speaking involves mastery of its aspect, namely vocabulary, grammar, pronunciation, fluency, comprehension, and task. Vocabulary skills regard how many words one can utilize when speaking. Grammar is the rules of a language. Pronunciation is a way of speaking that is generally accepted and understood. Fluency is the speed, pace, smoothness, and accurate production of a language. Comprehension is the degree of students' understanding of a certain topic. Task aspect connected to whether the speakers are able to answer or hold a conversation according to the assignment or the given topic.

- Degree of the appropriateness of the game

The degree of the appropriateness of the game is a way to measure the success and fitness of a game used for teaching and learning purposes. This degree was counted by giving scores on the aspects viewed as the basic of success in using games to teach speaking in class. These aspects were adapted from the theories on the criteria of a good game by Wright et al. (2005) and the principles of teaching speaking by Nunan (2003). The degree of the appropriateness of the game was presented in a questionnaire with nine aspects to be scored by the teacher. A game is regarded as fit and successfully used in class if the score given is > 80%.

- Teacher's Responses

Teacher's responses are reactions to something that has been said or done in class. The reactions can include opinions, advice, suggestions, or criticisms that are meant to improve the process of the teaching and learning activity and fix any problems encountered in the class. The teacher's responses can be acquired by various methods such as interviews, discussions, and questionnaires.

## **1.7 Organization of the Paper**

The organization of the thesis will be in five chapters. Chapter one contains the background of the study, followed by research questions, purpose, and its significance to the research. In addition, the chapter also provides clarification of key terms and organization of the paper.

Chapter two highlights the detailed theories of teaching speaking and using games to teach speaking. It also includes the teachers' roles in conducting speaking games in class.

Chapter three elaborates on the methodology of the research that includes research design, site and participants and the phases of gathering data collection. Moreover, the way how the data will be analyzed also elaborated in this chapter.

Chapter four presents the findings of the research in the form of findings and discussion.

The last chapter, chapter five consists of the conclusions of the research, suggestions, and recommendations for future research.